



## **Electronic Data Reporting Template**

**Guidance Activities Results Report (Large Group)**

**School:** Ecker Hill International Middle School

**Target Group:** All 6<sup>th</sup> and 7<sup>th</sup> Grade Students

**Target Group selection is based upon:** School Technology Plan/Conduct Internet Safety Class for Students and Parents

**School Improvement Plan Goal #1 Strategy 6 Utilize Instructional Technology to Increase Student Learning**

**Key Word:** Internet Safety

### **ABSTRACT**

The purpose of this internet safety program was to reach all 6<sup>th</sup> and 7<sup>th</sup> grade students via thirty, 90 minute interactive classroom presentations, with pre and post test of the 7<sup>th</sup> grade students knowledge and understanding of internet safety. In pulling four important questions from the test our expectation was an increase in learning and empowerment from the program.

This program was done in collaboration with the PeaceHouse and Prevent Child Abuse Utah. Our goals are to increase awareness and knowledge of Internet safety. Bridging this was a community education evening of Internet Safety including the Utah Attorney Generals Office, the FBI, Summit County Sheriff's Department, Park City Rotary and PTO.

### **PROJECT DESCRIPTION**

#### **Introduction**

- School Improvement Plan Goal #1 Strategy 6 Utilize Instructional Technology to Increase Student Learning / School Technology Plan-Conduct Internet Safety Class for Students and Parents

#### **Participants**

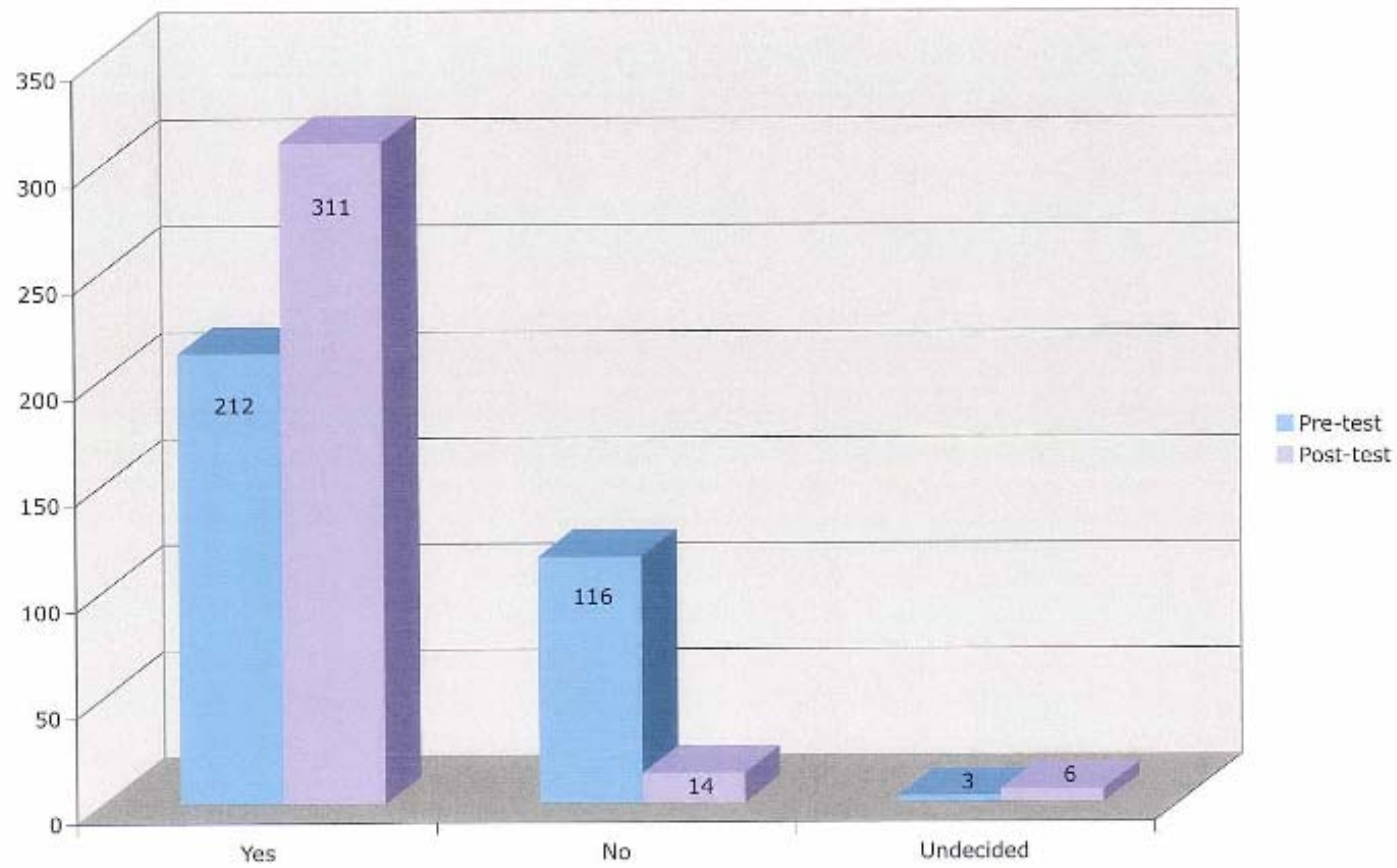
- 6<sup>th</sup> grade total number of students 348
- 7<sup>th</sup> grade total number of students 351

#### **Method**

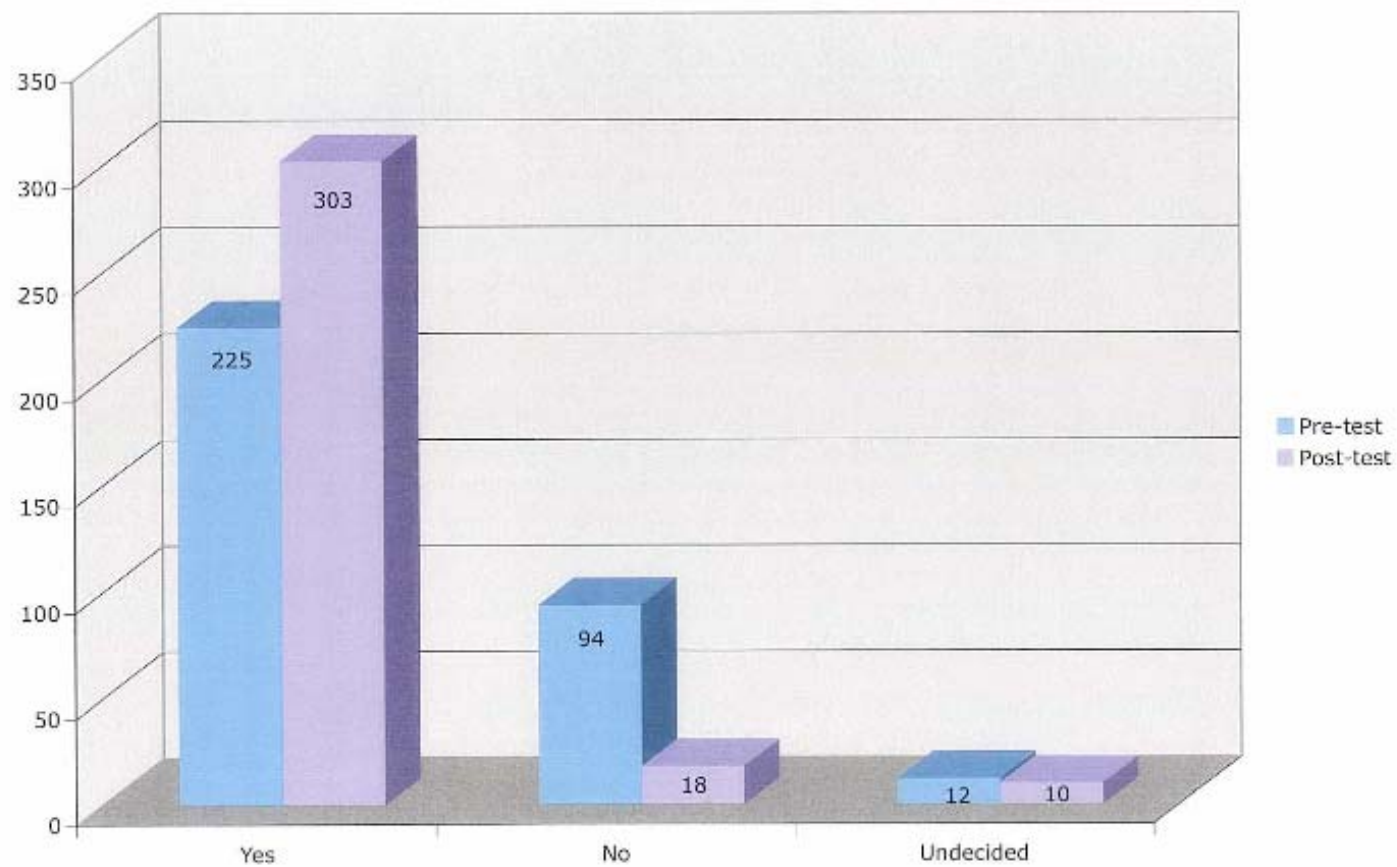
- Covers Internet safety, cyberbullying, text messaging, personal safety, and online predators.
- Curriculum and materials provided through the Joining Forces Prevent Child Abuse Utah Protecting Utah Kids Internet Safety & Child Abduction Prevention program and the Peace House
- January and February 2008
- 7<sup>th</sup> grade CTE and 6<sup>th</sup> grade Science class rotations
- Pre & Post Tests
- 7<sup>th</sup> grade counselor Marie Shepherd and 6<sup>th</sup> grade counselor Willow Amendola-Duncan
-

## RESULTS

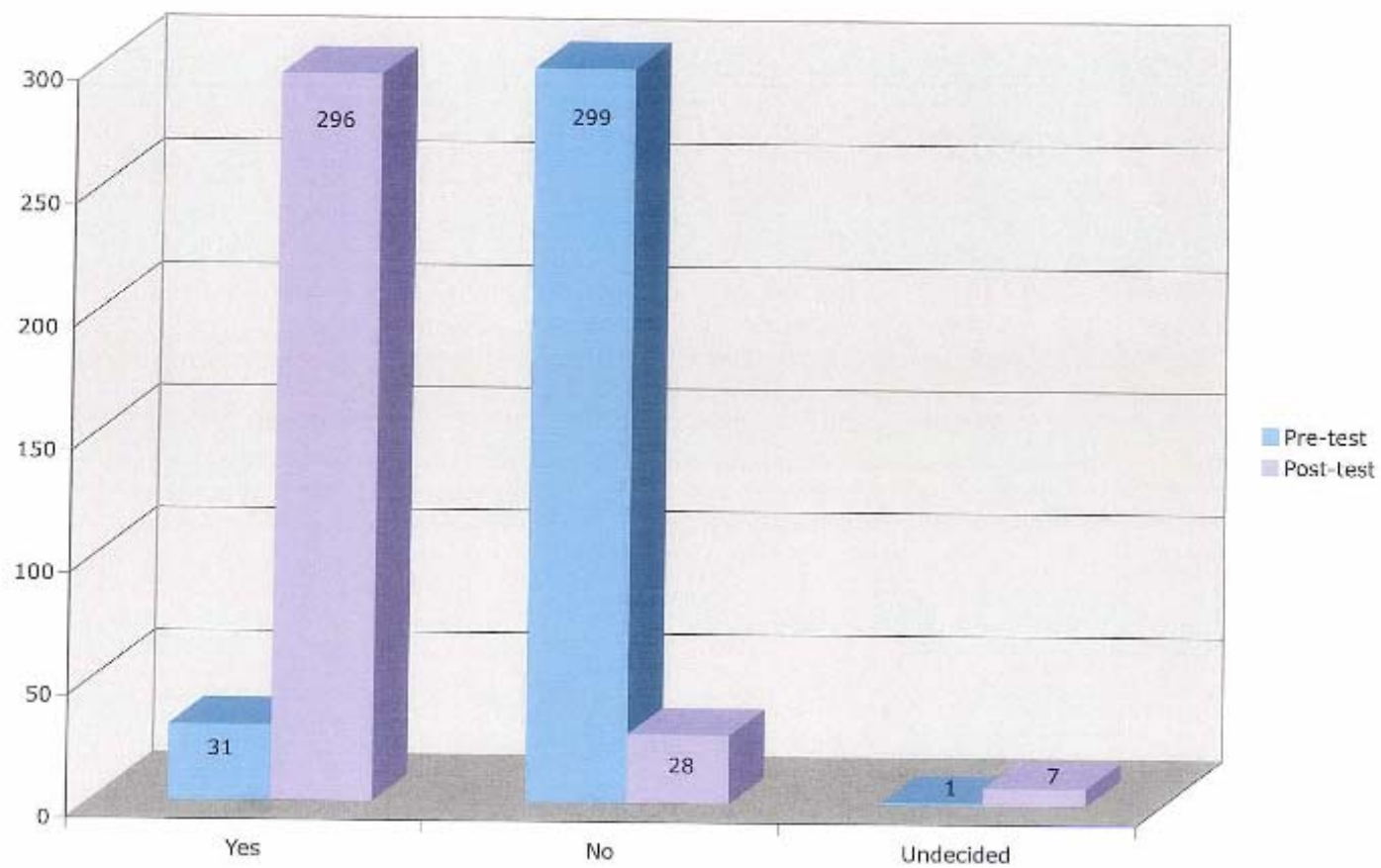
**Do you know what to do if a pornographic loop pops up?**



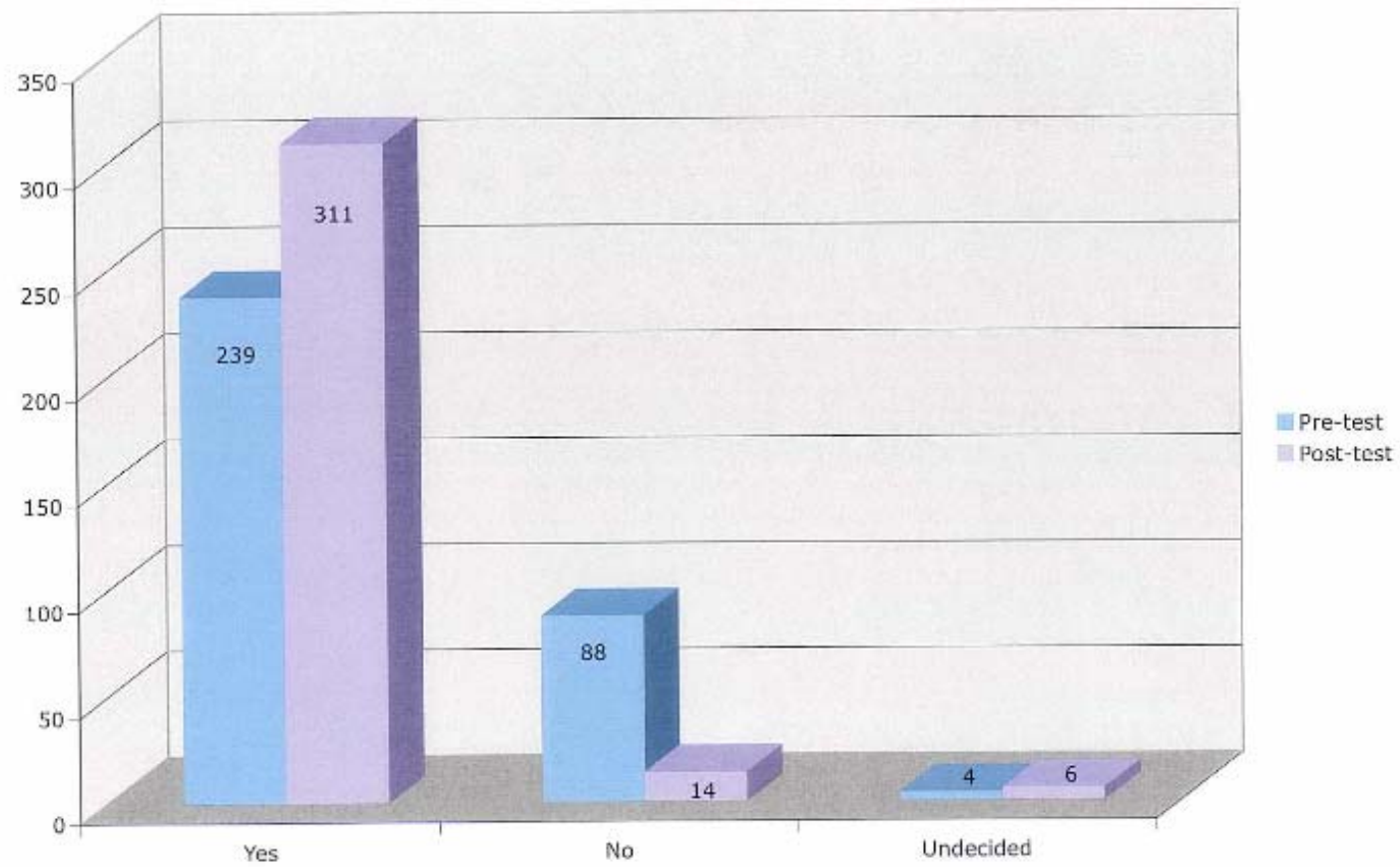
**Do you feel you have any power or control in dangerous situations?**



Have you heard of the velcro safety technique?



### Do you know what personal information is on the computer?



## DISCUSSION

The data tells us that our children had an overall awareness of Internet safety issues but not quite a grasp of the knowledge surrounding general safety issues. The students felt that having slogans to remember such as “Don’t believe the type”, “Delete online predators” and “Think before you post” were all helpful in the areas of personal safety.

The presentation included stories of real life experiences of the dangers on the Internet and in the community. Students were given hands on examples of how to handle a potential abduction or predator. They gained specific knowledge and tools on personal safety. The graphs illustrate that most of our students were informed; yet we feel they gained more accurate information after the presentation. An example being, 2/3’s of our 7<sup>th</sup> graders thought they knew how to get out of a pornographic loop and stated so on the pre-test. During the presentation, they learned that simply Xing the box put them into a perpetual loop that would come back periodically. They then learned the technique to be rid of the loop for good. Most thought they knew the answer, when post presentation they actually could problem solve the pornographic loop with success. The online relationship, personal information going out, sending of pictures and cyber bullying discussions promoted thought and much interaction. They learned about responsibility for themselves and others involving the Internet and laws and consequences of Internet activities.

Throughout the year, students have been given Family Contracts for Internet Safety, 10 Commandments for Kids Online and Cyberbullying information. The education and discussions are ongoing and address our fast paced technology and communication systems for teens and adults.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Ecker Hill International Middle School**

**Target Group: 10 ELL Students**

**Target Group selection is based upon: SIP Goal #1 increase performance in academic areas for all students: Strategy 2 Action A: Identify and place students in Language!, Sheltered content Area Instruction, Instructional Support, Content Link: English Language Learner And Special Education Classes**

**Key Word: Increase Performance**

### **ABSTRACT**

We chose to focus on Goal #1 to increase academic performance for our ELL students that are in a new course called ELL Content Link. This class is intended for ELL students that are level C,D, and monitored E status. The class size is small; the purpose was to link core curriculum classes with extra support in a study skills setting. These students rarely bring work home for homework and often need increased understanding to complete assignments with success. The expected results were to help these 10 ELL students succeed by maintaining or increasing their G.P.A. from the first quarter throughout the year in core classes. The actual results were that the majority of students did not increase their G.P.A. or improve their level of success throughout their school year, even with the extra support given through the Content Link class.

### **PROJECT DESCRIPTION**

#### **Introduction**

- SIP Goal #1 Increase performance in academic areas for level C, D and E Monitored ELL students
- Students placed in a ELL Content Link class setting (giving up an elective)

#### **Participants**

- 10 English Language Learners
- Male and Female 6<sup>th</sup> graders

#### **Method**

- Year long class
- Meets every other day for 90 minutes
- Re-teach the core classes
- Work on executive functioning skills
- Monitors grade progress in core subject areas
- Aligns with core subjects for assignments, projects and tests
- Measurement by quarter G.P.A. and class grades
- Willow Amendola-Duncan
- USOE core curriculum and study skills



## RESULTS

|            |                        |          |          |          |          |
|------------|------------------------|----------|----------|----------|----------|
| Student #1 | 2 discipline referrals | Q1-2.143 | Q2-2.000 | Q3-2.000 | Q4-2.167 |
|            | Math                   | Q1-D     | Q2-D     | Q3-D     | Q4-C     |
|            | Science                | Q1-C     | Q2-C     | Q3-C     | Q4-C     |
|            | Social Studies         | Q1-D     | Q2-D     | Q3-F     | Q4-F     |
|            | Reading                | Q1-F     | Q2-C     | Q3-D     | Q4-F     |
|            | ELL Content Link       | Q1-A     | Q2-B     | Q3-B     | Q4-B     |
| Student #2 | 1 discipline referral  | Q1-3.143 | Q2-2.833 | Q3-3.000 | Q4-2.500 |
|            | Math                   | Q1-A     | Q2-C     | Q3-C     | Q4-C     |
|            | Science                | Q1-B     | Q2-A     | Q3-C     | Q4-A     |
|            | Social Studies         | Q1-B     | Q2-C     | Q3-B     | Q4-B     |
|            | Reading                | Q1-C     | Q2-C     | Q3-A     | Q4-B     |
|            | ELL Content Link       | Q1-A     | Q2-F     | Q3-F     | Q4-F     |
| Student #3 | 0 discipline referrals | Q1-3.714 | Q2-3.429 | Q3-3.286 | Q4-3.000 |
|            | Math                   | Q1-B     | Q2-B     | Q3-A     | Q4-B     |
|            | Science                | Q1-A     | Q2-A     | Q3-B     | Q4-C     |
|            | Social Studies         | Q1-B     | Q2-C     | Q3-C     | Q4-D     |
|            | Reading                | Q1-A     | Q2-A     | Q3-B     | Q4-B     |
|            | ELL Content Link       | Q1-A     | Q2-A     | Q3-B     | Q4-A     |
| Student #4 | 1 discipline referral  | Q1-3.286 | Q2-3.143 | Q3-2.286 | Q4-1.833 |
|            | Math                   | Q1-C     | Q2-C     | Q3-D     | Q4-D     |
|            | Science                | Q1-A     | Q2-B     | Q3-A     | Q4-D     |
|            | Social Studies         | Q1-C     | Q2-C     | Q3-F     | Q4-F     |
|            | Reading                | Q1-B     | Q2-A     | Q3-C     | Q4-F     |
|            | ELL Content Link       | Q1-A     | Q2-A     | Q3-B     | Q4-A     |
| Student #5 | 2 discipline referrals | Q1-4.000 | Q2-4.000 | Q3-4.000 | Q4-4.000 |
|            | Math                   | Q1-A     | Q2-A     | Q3-A     | Q4-A     |
|            | Science                | Q1-A     | Q2-A     | Q3-A     | Q4-A     |
|            | Social Studies         | Q1-A     | Q2-A     | Q3-A     | Q4-A     |
|            | Reading                | Q1-A     | Q2-A     | Q3-A     | Q4-A     |
|            | ELL Content Link       | Q1-A     | Q2-F     | Q3-A     | Q4-F     |
| Student #6 | 4 discipline referrals | Q1-3.000 | Q2-2.333 | Q3-2.500 | Q4-2.400 |
|            | Math                   | Q1-D     | Q2-D     | Q3-D     | Q4-D     |
|            | Science                | Q1-B     | Q2-D     | Q3-C     | Q4-C     |
|            | Social Studies         | Q1-C     | Q2-C     | Q3-F     | Q4-F     |
|            | Reading                | Q1-C     | Q2-C     | Q3-F     | Q4-D     |
|            | ELL Content Link       | Q1-A     | Q2-B     | Q3- C    | Q4-B     |
| Student #7 | 4 discipline referrals | Q1-3.167 | Q2-2.500 | Q3-2.667 | Q4-3.200 |
|            | Math                   | Q1-B     | Q2-C     | Q3-D     | Q4-C     |
|            | Science                | Q1-B     | Q2-C     | Q3-C     | Q4-B     |
|            | Social Studies         | Q1-D     | Q2-D     | Q3-D     | Q4-F     |
|            | Reading                | Q1-A     | Q2-B     | Q3-A     | Q4-A     |

|             | ELL Content Link       | Q1-A     | Q2-B     | Q3-A     | Q4-B     |
|-------------|------------------------|----------|----------|----------|----------|
| Student #8  | 3 discipline referrals | Q1-3.571 | Q2-2.571 | Q3-2.143 | Q4-2.667 |
|             | Math                   | Q1-B     | Q2-D     | Q3-C     | Q4-D     |
|             | Science                | Q1-B     | Q2-B     | Q3-C     | Q4-C     |
|             | Social Studies         | Q1-D     | Q2-D     | Q3-C     | Q4-F     |
|             | Reading                | Q1-A     | Q2-B     | Q3-C     | Q4-B     |
|             | ELL Content Link       | Q1-B     | Q2-B     | Q3-B     | Q4-B     |
| Student #9  | 2 discipline referrals | Q1-3.429 | Q2-3.000 | Q3-2.667 | Q4-2.833 |
|             | Math                   | Q1-B     | Q2-D     | Q3-F     | Q4-D     |
|             | Science                | Q1-A     | Q2-C     | Q3-C     | Q4-B     |
|             | Social Studies         | Q1-B     | Q2-C     | Q3-F     | Q4-F     |
|             | Reading                | Q1-B     | Q2-B     | Q3-D     | Q4-C     |
|             | ELL Content Link       | Q1-A     | Q2-B     | Q3-A     | Q4-B     |
| Student #10 | 1 discipline referral  | Q1-2.571 | Q2-2.000 | Q3-1.571 | Q4-2.167 |
|             | Math                   | Q1-B     | Q2-C     | Q3-C     | Q4-C     |
|             | Science                | Q1-B     | Q2-A     | Q3-C     | Q4-A     |
|             | Social Studies         | Q1-B     | Q2-B     | Q3-B     | Q4-B     |
|             | Reading                | Q1-B     | Q2-B     | Q3-A     | Q4-B     |
|             | ELL Content Link       | Q1-A     | Q2-P     | Q3-P     | Q4-0     |

## DISCUSSION

We chose to focus on Goal #1 to increase academic performance for our ELL students that are in a new course called ELL Content Link. This class is intended for ELL students that are level C,D, and monitored E status. The class size is small; the purpose was to link core curriculum classes with extra support in a study skills setting. These students rarely bring work home for homework and often need increased understanding to complete assignments with success.

Being reinforced with the idea that these data projects are to be used as a learning tool, we have decided to take the statistics as exactly that; a learning opportunity to develop a more successful program for next year. The reason is that this years' intent and purpose was not fulfilled for these students. As you can see, these students did not progress in understanding or implementing their core curriculum with success using grades as their indicator. We showed with the discipline referrals that these students are not continual or habitual behavior problems. They have obstacles in their learning as ELL, however the teacher of this class is one dedicated to the success of these students and carries a lot of experience in differentiation of instruction and is ELL endorsed.

In discussing this data project with our principal, we started exploring reasons for the lack of success and realize that there are many risk factors involved. He pointed out research that supports the rationale that "pull-out" programs are not as successful as full emersion and doing the interventions within the classroom setting. We are looking at increasing the frequency of

progress monitoring next year and improving on the communication between the teacher team, ELL teacher and the content link teacher. Exploring learning styles and study techniques early on in the year will hopefully aide the students with habits and executive functioning skills. We will offer workshops to engage and educate the parent support at home.

We will tackle this same data project next year. Using the data from this year, we plan to have discussions with administration and faculty to problem solve with hopeful results of a more successful content link class in the future.



## **Electronic Data Reporting Template**

**Guidance Activities Results Report (Large Group)**

**School:** Treasure Mountain International School

**Target Group:** Ninth grade Students

**Target Group selection is based upon:** Grade Level

**Knowledge**

**Key Word:** Attendance

### **ABSTRACT**

Counselors at the 8/9 School in Park City respond to a need to clarify misconceptions concerning our school attendance and tardy policies. Ninth grade Guidance curriculum is re-designed to emphasize and clarify the attendance and tardy policies, linking academic success, with these procedures being followed correctly.

### **PROJECT DESCRIPTION**

#### **Introduction**

Our desired result was to find out how well students actually understand the attendance and tardy policy, and at the same time describe to students what impact absenteeism and tardiness have on a student's grades.

CCGP Competencies: AL: A1, A2, A3 and AL:B1

Improve academic self-concept

Acquire skills for improving learning

Achieve school success

Relate school to life experiences

#### **Participants**

All ninth grade students, approximately 326 students.

We targeted the ninth grade students because school procedures have the biggest impact on the ninth grade with the nature of their grades now "counting" towards graduation.

#### **Method**

Part of our guidance curriculum includes "An Introduction to High School" Lesson, which includes instruction on transcripts, GPA's, school procedures, and academic success strategies. We also do a group SEOP at this time. We felt this would be a very efficient time to do this project since we are in the classrooms targeting similar objectives.

Both counselors participated in this activity in the ninth grade science classrooms on September 28-30, 2007. We distributed hand-outs depicting generic transcripts, PCHS Facts sheets, and SEOP forms.

We designed a PRE and POST test to measure knowledge about the attendance and tardy policy, which were given to the students before the presentation and after the presentation.

## RESULTS

### Survey Question Results:

1. How many absences are you allowed per class per class ?

Answer: 3 per quarter

Pre-Test: 83% of the students answered this correctly

Post -Test: 89%

Correct answers only rose slightly

2. What is the difference between Excused and Unexcused absences ?

Answers:

Pre-Test: 42% answered correctly

Post-Test: 84% answered correctly

Large gain, almost double

3. Being expelled in the same as being suspended, true or false.

Answers:

Pre-Test: 98.7 answered correctly

Post-Test: 90 % answered correctly.

Slight gain

4. Consequences for being tardy

Answers:

Pre-Test: 90.4 %

Post-Test: 96%

Slight gain

5. Varied list of statements concerning attendance procedures

Answers:

Pre-Test: 92%

Post-Test: 92%

The same

6. Open ended question asking for the name of the school attendance Secretary

Answers: 29% of the students were able to write correct name of the Attendance Secretary.

30% of the students wrote down the name of the In School Suspension Supervisor.

## DISCUSSION

Our original thought in choosing this project was to verify that students were unclear about what the actual attendance and tardy policies were, and did not know how these procedures can have great impact on their grades. As it turns out, that the data shows, that these students were mostly WELL aware of the basic knowledge contained in these policies, with the exception of the area concerning the difference between an “excused” absence and an “unexcused” absence. We also MUST figure out a way to help students know WHO the office staff IS, and also what exactly they do in our school. So we still face the dilemma and problem that a certain percentage of students do not follow procedures, and continue to have many un-excused absences and tardies during the school year, even IF they know what the policies are. That leads us to new discussions focusing on parent education, and identifying what specific consequences are actually followed by the staff, and monitoring the ones that will make the greatest impact on the students, enough to make changes in behaviors.